Reading Toolkit: Grade 6 Objective 2.A.3.a

Standard 2.0 Comprehension of Informational Text

Topic A. Comprehension of Informational Text

Indicator 3. Develop and apply knowledge of organizational structure of informational text to facilitate understanding

Objective a. Identify and analyze the organizational patterns of texts

Assessment Limits:

Sequential and chronological order

Sequential and chronological order

Cause/effect

Cause/effect

Problem/solution

Problem/solution

Similarities/differences

Similarities/differences

Description

Description

Main idea and supporting details

Main idea and supporting details

Transition or signal words and phrases that suggest a specific organizational pattern

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Lesson Seeds
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Activities

- The teacher should divide the class into small groups and provide each group with a folder containing an informational text cut into paragraphs. Through sharing and discussion students within each group should correctly organize the text, and then identify the text structure as main idea/supporting details, sequential etc. Each group should present their text to the class explaining how they determined the structure. Teacher Note: It may be necessary to model a passage with the class.

- After instructing students in multiple organizational patterns, the teacher should place the class into teams. On the board designate areas representing each of the organizational patterns. Give each team five paragraphs in individual envelopes. As the game begins, each team should read each paragraph, determine its organizational pattern, and send a runner to the board to place the paragraph in its correct area. Once each team has finished its paragraphs, review each designated area to ensure correct responses. Incorrect responses should be adjusted. If each team has the same five paragraphs, use a different color paper for each team. The first team to correctly identify the organizational pattern of each paragraph is the winner.

- After students have been exposed to using multiple organizational patterns, the teacher will select passages for the students to read that clearly demonstrate the use of specific organizational patterns. On sentence strips list the following: sequential or chronological order, cause/effect, problem/solution, similarities/differences, description, main idea and supporting details, transition/signal words. The students will read the informational text and label each text according to its organization. As a group students will share their work and make necessary corrections.

- Students will be asked to read an assigned informational text. As students read the selections, they will write the name of the selections read under the proper heading that describes how the text is organized.

Chronological Order	Cause and Effect	Compare and Contrast	Proposition and Support

As students read selections they should realize that authors of informational text often use more than one pattern in a selection. Working with a partner, students will compare their understanding of text organization. Students will then discuss whether or not the author used/did not use the most effective organization or whether or not another type of organization might enhance the existing text.

Clarification

Reading Grade 6 Indicator 2.A.3

To show proficiency of the skills stated in this indicator, a reader will show an understanding of the patterns in a text, which are its organizational structures. Using text features will assist a reader in determining the type of organization used. As the complexity of a text increases, a reader will advance from identifying of organizational structures to analyzing how the organizational structure helps create meaning.

The ability to identify and analyze the organization of a text is a necessary step to comprehension of an entire text. To determine the organizational structure of a text, a reader must first identify its subject or topic and survey its print features and graphic aids. There are diverse informational texts---essays, speeches, biographies, autobiographies, newspapers, magazines, and multiple types of real-world texts. The purpose of each of these text types governs its organizational structure. A narrative nonfiction text tells a true story so the organization would be sequential or chronological. An editorial often attempts to convince a reader to believe as the writer does. A standard organization for an editorial is information by degree of importance. Paying attention to how writing is organized offers a reader an efficient way to access information and to see the relationship among the elements of the text.

Knowledge and use of words and phrases commonly used in organizational patterns is essential to determining and analyzing a text structure. In order to do this, a reader must be able to locate within a text the words that signal organizational patterns. When this is accomplished, a reader can explain and analyze the contribution of the organizational plan to understand the meaning of an entire text. For example,

- Words such as first, second, and third show a chronology.
- Next, then and finally show a sequential order.
- Above, beneath, next to, and beside show a spatial order or description.
- Because and as a result of are words that signal a cause/effect relationship.

The words above indicate a movement in the text that may be a passage of time, a shift from one location to another or a relationship among ideas. Reading critically means constructing meaning from a text and evaluating what that text has to say. A critical reader can locate these transitional devices, combine them with prior knowledge of similar text and determine a purpose for the whole text. Furthermore, a critical reader can determine whether an organizational pattern is the best way to present information in a text. For example, an author may wish to make a point about a selected topic. A critical reader can make a judgment about the choice an author makes in the organization of his/her text.

For more complex texts, a critical reader can determine through knowledge of transitional devices a shift to indicate a change in organizational pattern. An author may introduce an essay with an anecdote organized in a chronological pattern but may then move into a problem solution pattern to continue. A critical reader can note the words that signal a chronological pattern and detect the change to words that signal the problem solution pattern, thereby understanding that the structure of the text has shifted. Since pattern and author's purpose work together, a critical reader may then ascertain dual purposes within a text.

As readers have more experiences with various patterns of text and the words that signal them, readers can use those organizational patterns to locate specific information. A

practiced reader will look for a text pattern using those words that signal patterns and indicate shifts in patterns and then use all of these elements to access specific text details that will support an interpretation and evaluation of a text.